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ABSTRACT

Approximately 40 teacher-developed activities for legal education in some Florida elementary and junior high schools focus on the consequences of breaking rules and committing crimes and on victims of crime (individuals, community, society). Most of the lessons present a brief, one-page reading followed by questions to determine students' understanding and judgment of the content. Topics include: reasons for and benefits of school rules, student rights, reading and interpreting statutes, being an accessory to crime, frequency of community crimes, citizenship responsibility, grand theft, vandalism, and the juvenile justice system. Other activities involve students in vocabulary exercises, puzzles, collages, interviews with victims of crime, library research, book reports, and visits to the county jail. Sheriff's department forms and Florida statutes relevant to specific crimes are also included. (KC)

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"Consequences of Law and Rule Breaking"

(Law-Related Education Materials)
1982-83

Materials Produced

By Teachers In

HIGHLANDS COUNTY

Rodney F. Allen, Editor

SO 014 681

Tri-County Teacher Education Center
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Dr. Randall Garrett Felton and John Wheeler, Florida Department of Education, Law Education Program, Tallahassee, FL.

FOREWORD

These lessons for law education were produced by Highlands County teachers for their classes and students. They are sharing them with others because they think that law education is important for all children -- and they hope that you will share your creative lesson ideas with them. The lessons are designed to compliment Judge Clifton M. Kelly's units in THE CONSEQUENCES OF CRIME.

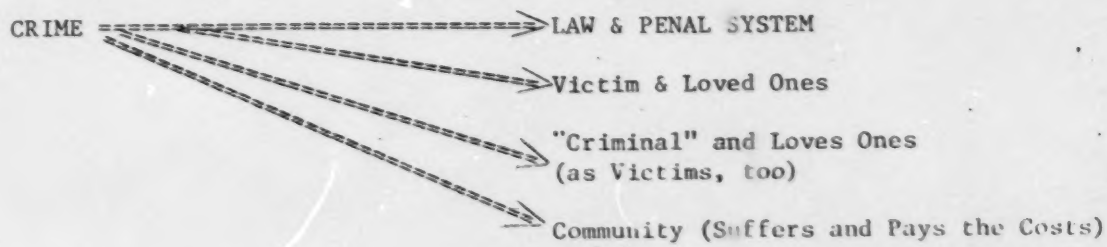
Why law education? A recent study suggested that law education can significantly reduce delinquency when taught according to prescribed principles. In the study, students were less likely to use violence to solve conflicts, and were less dependent upon others who engage in delinquent behavior. The study found that increased knowledge of the law, reasons for law and rules, and criminal and juvenile justice systems was directly related to reductions in delinquency.

Success in law education of this type stresses youth participation in case studies, mock trials, and ways to manage conflict; positive experience with law enforcement officers and members of the criminal and juvenile justice systems (judges, HRS workers, etc.); examination of local delinquent or criminal acts in and out of school, studying the CONSEQUENCES of such actions not only in the context of the COURTS & JAILS, but in terms of the VICTIMS. VICTIMS are aways defined as 1) the person whose property or person was adversely affected, and his/her loved ones; 2) the person who did the delinquent/criminal act, and his/her loved ones (--who are certainly victims, too); and 3) the COMMUNITY -- or SOCIETY in general -- where the costs are paid, the sense of trust and caring diminished, and all victims suffer.

Law Education focused upon the CONSEQUENCES OF CRIME is not to learn simply what the LAW SAYS or to see what the LAW WILL DO TO YOU, if you do this or that.

CRIME ==========> LAW & PENAL SYSTEM

That is simplistic. Our efforts are to build EMPATHY and RESPONSIBILITY, and UNDERSTANDING. That is, why do we have laws, or this law or that law? Who benefits? Why? What is our duty here? Or responsibility there? How do we get such duties and responsibilities? What are the consequences of this behavior or that? Who are the victims of this behavior or that? What are the rewards of this way of acting, or that way of behaving?



The lessons in this booklet are openings, ways to begin to teach youngsters the consequences of rule breaking and law breaking. They are to be used with Judge Clifton M. Kelly's THE CONSEQUENCES OF CRIME booklet, which is available to teachers in Highlands County, through the good offices of Glenn Odham, Coordinator of Social Studies, 426 School Street, Sebring, 33870 -- 382-1121.

Wayne H. Duncan, Director
Tri-County Teacher Education Center

FUNDAMENTAL SKILLS IN LAW-EDUCATION FOCUSED UPON

THE CONSEQUENCES OF CRIME AND RULE-BREAKING

1.0 Law and Human Behavior in Social Systems

1.1 Stating the functions of rules/laws in a society or social institution

1.11 Social rules = written or unwritten social expectations about human behavior

1.12 Laws = formal, written rules regarding human behavior which are enforced by the power of government authority

1.2 Explaining social expectations which develop in a society in terms of general norms affecting everyone and role-specific expectations, affecting those persons as they play specific social roles

1.3 Explaining the process of making legitimate, written rules/laws in a society or social institution, in terms of decision-makers, power, and authority

1.4 Defining the fundamental concepts by examples and by attributes in school and family rules and in those laws enforceable in the juvenile and criminal justice systems

1.5 Defining the fundamental processes of legitimate rule/law enforcement within the school environment and within the environments of the juvenile and the adult criminal justice systems

1.6 Projecting the alternative courses of action open to law enforcement personnel, school authorities, and officials in the juvenile and criminal justice systems in dealing with ajudicated rule/law breakers

1.7 Explaining how individuals, groups, and authorities use social rewards and non-rewards (punishments) to support social rules/laws and to promote rule/law following behavior

1.8 Explaining the responsibilities of citizens toward reasonable rules/laws, and citizen duties toward legitimate authority and law enforcement personnel

1.9 Evaluating rules/laws in terms of their functions, purposes, clarity, and practical consequences

2.0 Law and Specific Social Situations

2.1 Recalling what the rules/laws are in a given social situation

2.2 Comprehending what a specific law says, translating the rule/law into one's own words

2.3 Applying the specific rule/law to a specific case situation (real or hypothetical) to see if the rule/law applies in that situation and to determine if the rule/law has been violated, explaining one's conclusions

2.4 Defining by examples and attributes the concepts in a specific rule/law

2.5 Predicting the consequences of violating or following a rule/law for all of those potentially affected, including the society at large

2.6 Identifying the "victims" of rule/law violations, and predicting the consequences for them (e.g., feelings, self-concept, changes in life situation, etc.)

2.7 Explaining the procedures for dealing with rule/law violators in a) schools, b) the juvenile justice system, and c) the adult criminal justice system

2.8 Projecting the alternative courses of action open to persons responding to rule/law violators, and the purposes of these responses (ranging from revenge and punishment to restoring the web of social recrocity)

2.9 Identifying reasonable actions open to school authorities and law enforcement personnel in dealing with rule/law violators, and to list the key factors which influence their judgments about appropriate actions (e.g., prior record, attitude, restitution, intent, etc.)

2.10 Taking and justifying a position on what should be done in a specific case of rule/law breaking, and on a public policy issues about rules/laws and their enforcement

2.11 Projecting the alternative courses of action open to persons and groups in a situation where the persons or groups decided to break the rule/law

2.12 Explaining the reasons for a specific rule/law in terms of a) who benefits, b) an assessment of the advantages abd disadvantages of that rule/law, and c) a prediction about how life would be different without this rule/law

2.13 Evaluating the application of a rule/law in social settings, in terms of consistency, fairness, and consequences

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SCHOOL RULES

Vocabulary List:

1. Rules: An established guide for conduct.
2. Necessary: Cannot do without. (needed)
3. Consequences: The results or effect of an act.
4. Benefits: Receive and advantage.
5. Reward: Something given for doing something good.
6. Obey: Do as you are told.

Definition of Rules:

A. Following Directions: Doing whatever you are told to do by an adult school authority.

B. Disturbing Class: Playing, talking, coming into another class, or any act which will disturb the regular function of any class.

C. Fighting: To take part in any way in a physical struggle.

D. Foul Play: Play of any sort which could physically hurt or harm a person.

E. Tardiness: Being late to class without a written excuse.

F. Gum: Students are not to have gum of any kind in their possession.

G. Running: Students should not run in the hall, classroom, cafeteria, or anywhere at school.

Match Each Word with its Correct Definition:

A.	Tardiness	____1.	Do as you are told.
B.	Rule	____2.	To receive as advantage.
C.	Foul Play	____3.	Play fighting.
D.	Necessary	____4.	Something given for doing something good.
E.	Classroom Disruption	____5.	The results or effect of an act.
F.	Reward	____6.	Can't do without.
G.	Following Direction	____7.	A physical struggle.
H.	Consequences	____8.	Disturbing the regular functions of a classroom.
I.	Benefits	____9.	Being late to class.
J.	Fighting	___10.	Guide for conduct.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

A. School Rules

1. No running
2. No gum
3. Foul play not allowed
4. Must follow direction
5. Tardiness not allowed
6. Classroom disruption not allowed
7. No fighting

B. Select one rule (above) and answer the following questions:

1. Why is it necessary to have these rules?

2. Who benefits from these rules?

3. Why?

4. What would be the consequences if we didn't have these rules?

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

SCHOOL RULES

For each rule, give an example of breaking the rule and tell what may happen to others as a result of breaking the rule.

1. Students must Follow Directions.

2. Students shouldn't Disturb Classes.

3. Absolutely no Fighting Allowed.

4. No Gum Allowed.

5. No Running Allowed.

6. No "Foul Play" of any kind.

7. Students must come to Class on Time.

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

WHY OBEY RULES?

Why is it important to obey classroom rules? Think about the seven rules for classroom behavior.

A. Check which reasons are best for accepting these rules.

____1. Obey the rules to avoid being punished.

____2. Obey rules to get rewards from the teachers.

____3. Obey rules to get other students to like you or make friends.

____4. Obey rules to make the teacher like you better.

____5. Obey rules because the rules make sense and everyone benefits if everybody follows the rules.

____6. Obey the rule because it's the right thing to do.

____7. Obey the rule to stay out of trouble.

B. Tell why you checked the reasons which you checked:

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SCHOOL RULES

Read the following law for the 5th grade students at our school. Then, read the following situations. Tell which rule has been broken, if any, and tell why.

RULE: Any student in 5th grade who breaks any of the rules, will lose one point for conduct for each rule broken.

1. No running
2. No fighting
3. No gum
4. Must follow directions
5. Must be in class on time
6. Must not disturb the class
7. No "Foul Play"

CONSEQUENCE: If any student loses five points in a week, that student will be sent to the office.

REWARD: Any student, not losing any points at the end of a three week period, will be rewarded.

Situation 1: Jody forgets her English assignment and goes back to her homeroom class during class time.

Rule Broken _____?
Why?

Situation 2: Herbert and Chris are playing around at their lockers and accidently knock several chairs down.

Rule Broken_____?
Why?

Situation 3. The bell rings ending 2nd period. The students leave the classroom without putting up their chairs.

Rule Broken_____?
Why?

Situation 4: Between classes, students have five minutes to get to class. The tardy bell rings and a group of students are at the water fountain. Hearing the bell, they leave the fountain as fast as possible to get to class.

Rule Broken_____?
Why?

Situation 5: To avoid being late for lunch, band students are leaving the band room. They run to the cafeteria.

Rule Broken_____?
Why?

Situation 6: After returning from the library, Hector and Jeremy are arguing over the same book. Jeremy hits Hector and they begin to fight.

Rule Broken_____?
Why?

Situation 7: Patrick has a pocket full of "Hubba Bubba." Instead of doing his assignments, he decides to see how many pieces of "Hubba Bubba" he has. He becomes upset when the teacher takes it away from him.

Rule Broken_____?
Why?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

Student Handbook: CONSEQUENCES*

A form of the following words is used in the Student Handbook. Explain the meaning of the words as they are used on pages 1 thru 11.

1. corporal (adj.)
2. debt
3. incur
4. slogan
5. standard
6. confiscate
7. expel
8. detain
9. discreet
10. possess
11. constitute
12. regulate
13. disrupt

Add the ending -tion or -sion to words 6 thru 13. Check the dictionary for correct spellings.

1. confiscate + tion =
2. expel + sion =
3. detain + tion =
4. discreet + tion =
5. possess + sion =
6. constitute + tion =
7. regulate + tion =
8. disrupt + tion =

*These five lessons are to accompany the Sebring Middle School Student Handbook.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

Student Handbook: CONSEQUENCES

The section on discipline (pages 6-11) begins by saying students' "rights, responsibilites and standards" must be enforced.

After reading this section list three responsibilites, four steps in students' due process, and three rights students have:

THREE RESPONSIBILITIES:

1.

2.

3.

FOUR STEPS IN STUDENTS' DUE PROCESS:

1.

2.

3.

4.

THREE RIGHTS STUDENTS HAVE:

1.

2.

3.

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

Student Handbook: CONSEQUENCES

List the six kinds of discipline on page 11. Put them in the order that you would expect them to be used with you. (Number 1 is the punishment for a first or less serious offense.)

1st:

2nd:

3rd:

4th:

5th:

6th:

For each of the punishments, list four acts of misbehavior which would deserve that punishment:

Corporal Punishment

1.
2.
3.
4.

Suspension

1.
2.
3.
4.

Detention

1.
2.
3.
4.

Bus Suspension

1.
2.
3.
4.

Yard Duty After School

1.
2.
3.
4.

Expulsion

1.
2.
3.
4.

NAME_____TEACHER_____

SCHOOL_____DATE_____

CRIME & PUNISHMENT?

Persons of goodwill will often disagree on what should be done to those who break the law. We have all heard cries of...

"String'em up!" "Bring back the whipping post."

"Throw'em in jail and throw away the key!"

-or-

"He's really a good boy. He just comes from a bad home."

"Well, what can you expect. Look at her environment."

Once a court has found a person guilty, the court has to decide how to sentence the guilty person. But first, the court (and all persons in our society) have to think about the REASON for imposing a penalty for breaking laws. WHY DO WE SENTENCE GUILTY PERSONS? WHAT DO WE HOPE TO ACHIEVE???????????????

Five "goals" are listed below. Which goal is the best goal for sentencing persons guilty of breaking laws? Why?

___1. To punish the guilty party

___2. To rehabilitate the guilty party

___3. To protect society from law breakers

___4. To prevent or discourage the law breaker from doing it again

___5. To get revenge

What are the options a judge might have in imposing a sentence on a guilty person?

Suspended sentence?

Probation?

Restitution?

Prison?

Community service?

Fine?

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

Student Handbook: CONSEQUENCES

School Map Activity, pages 6-7:

1. Color an X across the location of your locker.
2. Put the number of the period in each classroom where you have class.
3. Draw an arrow to show the path you will take from homeroom thru period 7. Include lunch.
4. Answer the following:

   a. When do you plan to stop at your locker?
   b. Will you be able to get to class on time?
   c. Will you have to pass other classes which are still meeting?
   d. Have you used only hallways and paths that you are allowed to use?

Now look at your locker plan and your change of class schedule. For each locker stop you will have time to make, list the books you will need to take.

NAME_____TEACHER_____

SCHOOL_____DATE_____

Student Handbook: CONSEQUENCES

Due Process, page 11:

For each case described below, answer the following:

1. Did the student fulfill his/her responsbilities?
2. If a rule was broken, what was the rule?
3. What punishment do you suggest?

Case 1: John was angry at Mrs. Jones, his science teacher. She shouted at him and made him stand in the corner. He yelled, "I'm going to get you. You'll see!" The next day John brought his father's gun to school in his boot. He showed it to several students who told the guidance counselor about it. Mr. Smith found John in the hallway shortly after the the tardy bell. He told John that he knew about the gun and that John had to give it up. John denied having the gun, but finally took it out of his boot. Mr. Smith took the gun from John's hand and escorted him to the office. John was immediately suspended. His mother picked him up within an hour.

Case 2: Lamont, the class clown, liked showing off behind the teacher. While Miss Smith was working at the bookshelves, Lamont stood behind her and hit her hair with his folder. Realizing what Lamont was doing, Miss Smith became furious. She grabbed Lamont's arm and pulled him out of the room. When Lamont got to the office, the principal gave him three licks with a paddle after hearing only Miss Smith's account of Lamont's misbehavior.

Jail facing lawsuit

By JULIE FINCH

Highlands County could be facing immediate expenditures of $4-6 million for jail improvements if the county loses a lawsuit now pending in federal court.

County Commissioners are presently planning to spend more than $1 million for jail expansion.

Stuart P. Strickland, an inmate at tail since June 1, has filed a nt, asking a U. S. District Court local law officials to take easures.

mplained that certain re being violated by ail. His complaint Opening of a security of jail and

first appearance. The service should be established with the local county or city library and via the purchase of periodicals for use in jail.

The rules of the Department of Corrections also states that incoming prisoner mail may be monitored to certain any attempts of escape, security violations or conspiracy to introduce contraband.

Out-going mail should not be interfered with except to open and inspect it to determine whether the letter contained threats of physical harm against persons or threats of criminal activity, plans to escape, or if the letter is written in code.

Privileged mail, including mail to and from attorneys, the courts and public officials should not be opened for inspection, DOC rules.

"I can't predict what the federal judge will do," said Sheppard. "There have been many cases where the judge mandated that improvements be even to exceed the state standards. is the sheriff's recommendation that the planned improvements be completed as soon as possible in order to prevent even more suits from being filed.

"Because we are not up to standards and it is state and federal law that certain standards be met, there is no way possible to win, because of the existing laws," said Sheppard.

Sheppard predicted that if Strickland wins the suit, the county commissioners will spend $4-6 million on improvements.

The 33-year-old Strickland is held in County Jail on six counts of checks in the Se- grand theft

Youth points rifle to 'scare' student

A Lake Placid youth accused of pointing a rifle at a 13-year-old was arrested and charged with aggravated assault and giving false information to a police officer. He was released to his parents.

According to police reports, the high school student was driving to school in a truck Sept. 27 when a middle school youth yelled at him to slow down while passing near Spruce St. Reports indicate that the two began to argue.

The high school student turned his truck around and threw a piece of pipe at the younger boy and then removed a fully loaded .357 lever action rifle from the vehicle.

The older student pointed the weapon at the 13-year-old, who ran away and reported the incident to Lake Placid Middle School officials.

The older boy denied the incident when approached by officials but later gave a written confession after two other middle school students said they had witnessed the scene.

The rifle was impounded from the truck at the high school student parking lot. In his written statement, the 17-year-old said he pointed the rifle to "scare" the middle school youth.

Avon Burglary

An Avon Park resident reported to the Highlands County Sheriff's Department that his house had been burglarized.

Charlie Coleman, 802 S. Cherokee St., told investigating officers that someone stole $6 worth of silver dollars from his home.

The report was filed at 6:30 a.m. Monday, officers said.

TEACHER BACKGROUND INFORMATION

Source: Florida Statutes

I. Felonies

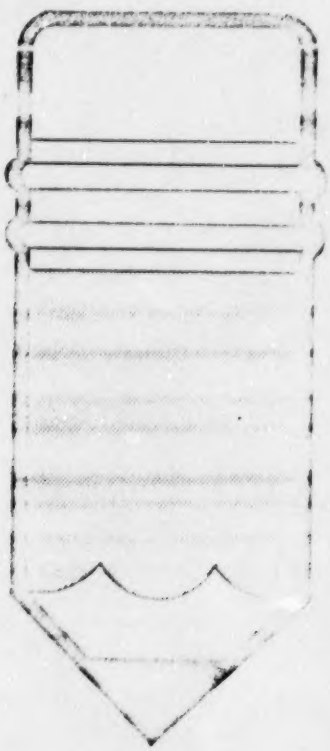
A. Capital felony: example: premediated murder 1. 1st degree murder (includes felony-murder) 2. Sexual battery against person 11 years or younger	Death or up to life imprisonment, with 25 year minimum.
B. Life felony: example: rape 1. Sexual battery against person 12 years and older with deadly weapon or injury causing force	Life or 30 year minimum.
C. 1st degree felony: example: strong-armed robbery 1. 2nd degree murder 2. Kidnapping 3. Sexual battery which does not classify as capital or life felony 4. Arson, if structure may be inhabited 5. Burglary, if burglarer is armed or makes assault 6. Robbery, with deadly weapon	Up to 30 years; and/or a $10,000 fine.
D. 2nd degree felony: example: aggravated battery 1. 3rd degree murder 2. Manslaughter 3. Arson, if structure is known to be vacant 4. Aggravated battery 5. Burglary, if structure is occupied 6. Robbery, without deadly weapon	Up to 15 years; and/or a $10,000 fine.
E. 3rd degree felony: example: sale of marijuana 1. Vehicular homicide 2. Aggravated assault 3. Carry concealed firearm 4. Burglary, of unoccupied structure 5. Grand larceny (theft of $100 or more 6. Petit larceny (for 3rd conviction) 7. Receiving stolen property (of $100 or more in value)	Up to 5 years, and/or a $5,000 fine.

8. Resisting arrest, with violence
9. Marijuana possession of 5 grams or more
10. Sale of marijuana (any amount)

II. Misdeameanors

A. 1st degree misdemeanors — Up to 1 year in county jail and/or a $1,000 fine.
1. Battery (not aggravated)
2. Carrying concealed weapon (not firearm)
3. Trespass, if armed or a person is present
4. Petit larceny, 2nd conviction
5. Resisting arrest, without violence
6. Marijuana possession (5 grams or less)

B. 2nd degree misdemeanors: — Up to 60 days in county jail and/or a $500.00 fine.
1. Assault (not aggravated)
2. Trespass (simple)
3. Petit larceny, 1st conviction
4. Receiving stolen property ($99 or less in value)



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NAME _____ TEACHER _____

SCHOOL _____ DATE _____

READING THE LAW: COMPREHENSION

Please carefully read the following law. Then, in the space below, write out what the law means using your own words.

859.06 Sale of cigarettes and wrappers to minors.—No person shall sell, barter, furnish, or give away, directly or indirectly, to any minor, any cigarette, cigarette wrapper or any substitute for either; or procure for, or persuade, advise, counsel, or compel any child under said age to smoke any cigarette. Any peson violating the provisions of this section shall be guilty of a misdemeanor of the second degree.

843.08 Neglect or refusal to aid peace officers.—Whoever, being required in the name of the state by any officer of the Florida Highway Patrol, police officer, beverage enforcement agent, or watchman, neglects or refuses to assist him in the execution of his office in a criminal case, or in the preservation of the peace, or the apprehending or securing of any person for a breach of the peace, or in case of the rescue or escape of a person arrested upon civil process, shall be guilty of a misdemeanor of the second degree.

790.221 Possession of short-barreled rifle, short-barreled shotgun, or machine gun; penalties.—

(1) It is unlawful for any person to own or to have in his care, custody, possession, or control any short-barreled rifle, short-barreled shotgun, or machine gun which is, or may readily be made, operable; but this section shall not apply to antique firearms.

(2) Any person convicted of violating this section is guilty of a felony and upon conviction thereof shall be punished by imprisonment in the state penitentiary not to exceed 5 years.

(3) Firearms in violation hereof which are lawfully owned and possessed under provisions of federal law are excepted.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

WHAT DOES THE LAW SAY TO YOU?

Read the following law from Florida Statutes. Then, read each of the following situations. Tell whether the law has been broken in each of the situations. Write a sentence or two telling why you think that the law was broken, or was not broken.

859.06 Sale of cigarettes and wrappers to minors.—No person shall sell, barter, furnish, or give away, directly or indirectly, to any minor, any cigarette, cigarette wrapper or any substitute for either; or procure for, or persuade, advise, counsel, or compel any child under said age to smoke any cigarette. Any person violating the provisions of this section shall be guilty of a misdemeanor of the second degree.

SITUATION 1. Melvin, 19 years old, went into the mini-market and purchased two plugs of chewing tobacco for his use.

Broken? __ Not Broken? __

Why?

SITUATION 2. Sally, 15 years old, ran into the store to buy a pack of cigarettes for her father who was waiting in the car. She purchased the cigarettes with a five dollar bill and took them and her change back to her dad.

Broken? __ Not Broken? __

Why?

SITUATION 3. Harry wanted to help Tom out. Harry, now 20 years old, went into the store and bought a pack of cigarettes for Tom, who was 12 years old. Tom had given him the money. Now Harry gives the cigarettes to Tom.

Broken? __ Not Broken? __

Why?

SITUATION 4. Carol slips into the lobby and puts 80¢ into the slot. Out comes a pack of her favorite brand of cigarettes. She is only 13 years old, but likes the cool feeling of smoking in front of others. She buys them from vending machines!

Broken? __ Not Broken? __

Why?

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

WHAT DOES THE LAW SAY TO YOU?

Read the law reprinted from Florida Statutes on the following page. Then, read each situation. Tell whether the law was broken in each case. Then, write a sentence or two telling why you think the law was or was not broken.

SITUATION 1. When Tommy finished his call from a pay telephone, the machine returned his money! He got it out of the coin return slot and left smiling.

Broken? __ Not Broken? __

Why?

SITUATION 2. Sally had often lost money in this ice cream machine. This time she didn't put her quarter in the slot, but squeeeeezzzzzzed her hand into the opening and slipped an ice cream bar out. She showed that machine! She got a "free ice cream bar."

Broken? __ Not Broken? __

Why?

SITUATION 3. Gee, Harry is a great friend, Dale thought. He makes metal slugs to put into vending machines so he can get "free" cokes. Today, he gave Dale ten slugs and she rushed to the sofe drink machine to try them out. Just as the first coke slid out of the machine, Dale saw the store owner coming!

Broken? __ Not Broken? __

Why?

SITUATION 4. "Not again," Carol shouted. "That machine has stolen its last dime from me." An angry Carol reared back and kicked the gum machine. BAM! The machine broke and gum balls were running everywhere at once. Carol looked around to see if anyone was looking. Red faced, Carol tried to run and hide.

Broken? __ Not Broken? __

Why?

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817.32 Fraudulent operation of coin-operated devices.—Any person who shall operate or cause to be operated, or who shall attempt to operate, or attempt to cause to be operated, any automatic vending machine, slot machine, coinbox telephone, or other receptacle designed to receive lawful coin of the United States in connection with the sale, use or enjoyment of property or service, by means of a slug or any false, counterfeited, mutilated, sweated, or foreign coin, or by any means, method, trick, or device whatsoever not lawfully authorized by the owner, lessee, or licensee of such machine, coinbox telephone or receptacle, or who shall take, obtain or receive from or in connection with any automatic vending machine, slot machine, coinbox telephone or other receptacle designed to receive lawful coin of the United States in connection with the sale, use, or enjoyment of property or service, any goods, wares, merchandise, gas, electric current, article of value, or the use or enjoyment of any telephone or telegraph facilities or service, or of any musical instrument, phonograph, or other property, without depositing in and surrendering to such machine, coinbox telephone or receptacle lawful coin of the United States to the amount required therefor by the owner, lessee, or licensee of such machine, coinbox telephone or receptacle, shall be guilty of a misdemeanor of the second degree.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

WHAT IS AN ACCESSORY?

Chuck, Al, and Fred were out driving one Saturday night in Fred's '73 Chevy. Al had a "Saturday Night Special," a 22 revolver which he had bought for $12 with him. All three were out of money and started discussing the 24-hour filling station at the junction of 67 and 39. They decided they would go in and rob the night attendant.

Fred was driving and they stopped at the Burger Chef to talk to another friend, Abe. Abe refused to join them and went on home. Chuck said he didn't want to do it, either, but finally agreed to drive the car. He absolutely refused to go into the station with them.

Al carried his gun and went into the station. Fred stood at the door and watched for cars coming up 39 or 67. Chuck sat under the steering wheel in the car behind the station with the motor running. The attendant had only $21 on him, the rest was already in the safe which he couldn't open.

Al and Fred ran around the station and Chuck then drove rapidly South on 39. The attendant called the city police and a patrol car spotted the speeding car headed down the bypass off 39. The car was stopped and all three were taken to jail. The attendant identified Al and Fred.

What crime or crimes were committed, and by whom?

(Chuck was convinced he was not guilty of any crime, but the judge sentenced him to prison. He was so convinced that he had been unjustly sentenced that when he was released he drove by the judge's house and fired several shots through the living room window. Was it just that another judge sentenced him to prison for this act? What crime was it?)

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

WHAT ABOUT ATTEMPTS TO COMMIT A CRIME?

Hiram Hayseed had a barn on the back of his farm that he just didn't need anymore. He had all his farm buildings insured against fire. Hiram had hired three teenage boys to help him with his crops and they started discussing the useless barn. He asked them if they would set fire to the barn on Tuesday night while he was at the Farm Bureau meeting. They agreed to do it if he would pay them a part of the insurance money he collected.

The next Tuesday night the three boys gathered at the farm and took along some fuel oil and matches. It was a bad night, but they went ahead and poured the oil around the barn and out to a small haystack. They set fire to the haystack, which was not covered by the insurance policy, and then ran home. They looked back and the flames were starting to consume the small stack of hay.

The mist that was in the air soon turned to rain and the fire sputtered out before any damage could be done to the barn or its contents.

Hiram and the three boys were arrested.

A. With what crime, or crimes, can they be charged?

B. Define <u>conspiracy</u>.

C. Discuss <u>attempted</u> <u>crimes</u>.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

KNOW THESE WORDS

Using the local newspaper locate the following terms, as found in the content of an article, or as a headline. Cut out the sentence, or headline, and define the term as used in context. (Details of the crime)

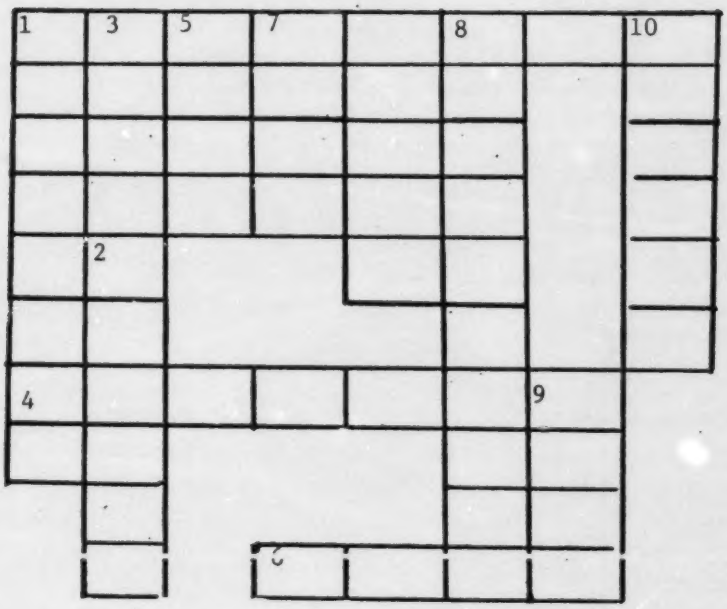
TERMS:

1. Assault
2. Accessory
3. Felony
4. Delinquent
5. Homicide
6. Larceny
7. Parole
8. Miranda Warning
9. Testimony
10. Manslaughter

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

LAW EDUCATION



across

1. Court ordered appearance.
4. Violation of Law.
6. Citizens who decide guilt, or innocence.

down

1. Punishment order by a Judge.
2. Meeting in court to hear the facts.
3. Valuable, given as guarantee of appearance.
5. An answer to charges against defendent.
7. 1st violation of law.
8. Information given in court.
9. An obligation, responsibility.
10. Taking a person under control.

NAME_____TEACHER_____

SCHOOL_____DATE_____

WORD SCRAMBLE

ACTIVITY: Unscramble the following words, and define each.

1. LIFFIAB -
2. RYJU -
3. DJUGE -
4. RERSAT -
5. EMRCI -
6. CTDIVRE -
7. TENNESCE -
8. YNLOEF -
9. TRCOU -
10. MEANEDMISOR -
11. SENEFDE ATTNEYOR -
12. WAL -
13. CETIJUS -
14. TYUD -
15. ESSNTWI -
16. RIALT -
17. ILUGYT -
18. ATHO -
19. QALUITAC -
20. ANTENDEF -
21. PAELPA -

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

CRIME COLLAGE

Given a list of crimes, research, and collect pictures from magazines that depict these crimes in progress, or the consequences of these crimes.

1. Burglary
2. Armed Robbery
3. Arson
4. Vandalism
5. Trespassing
6. Alcohol Abuse
7. Drug Abuse
8. Homicide

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NAME_____ TEACHER_____

SCHOOL_____ DATE_____

CRIME WATCH CHARTS

ACTIVITY:

1. Students will collect news articles from the local newspaper pertaining to: a) Crimes against individuals, and b) Crimes against society.

2. Students will compute data collected to statistical form.
   -The Crime
   -Number of victims
   -The frequency of this crime

3. Students will prepare a "Crime Clock," or circle graph to represent the data collected, and illustrating the most frequently committed crimes in their community.

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NAME _____ TEACHER _____

SCHOOL _____ DATE _____

WHY HAVE SUCH A LAW? WHO BENEFITS?

Read the law reprinted below. It is from Florida Statutes. Then, write down why you think we have such a law. Who benefits from this law? What would be the consequences if we did NOT have such a law?

790.22 Use of BB guns, air or gas-operated guns, electric weapons or devices, or firearms by child under 16; limitation.—

(1) The use for any purpose whatsoever of BB guns, air or gas-operated guns, electric weapons or devices, or firearms as defined in s. 790.001 by any child under the age of 16 years is prohibited unless such use is under the supervision and in the presence of an adult.

(2) Any adult responsible for the welfare of any child under the age of 16 years who knowingly permits such child to use or have in his possession any BB gun, air or gas-operated gun, electric weapon or device, or firearm in violation of the provisions of subsection (1) of this section is guilty of a misdemeanor of the second degree.

1. Why do we have such a law?

2. Who benefits?

3. Consequences of NOT having this law?

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NAME_____ TEACHER_____

SCHOOL_____ DATE_____

WHY HAVE SUCH A LAW? WHO BENEFITS?

Read each of the laws reprinted below. They are from Florida Statutes. For each law, write down why we have such a law in Florida. Who benefits from this law? What would the consequences be, if we did NOT have such a law?

LAW 1:

Why do we have it?

810.115 Breaking or injuring fences.—Whoever willfully and maliciously breaks down, mars, injures, or cuts any fence, or any part thereof, belonging to or enclosing land not his own, or whoever causes to be broken down, marred, injured, or cut any fence belonging to or enclosing land not his own, shall be guilty of a misdemeanor of the first degree.

Who benefits?

Consequences:

LAW 2:

Why do we have it?

827.05 Negligent treatment of children.—Whoever, though financially able, negligently deprives a child of, or allows a child to be deprived of, necessary food, clothing, shelter, or medical treatment or permits a child to live in an environment, when such deprivation or environment causes the child's physical or emotional health to be significantly impaired or to be in danger of being significantly impaired shall be guilty of a misdemeanor of the second degree.

Who benefits?

Consequences:

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

WHO ARE THE VICTIMS?

Mr. and Mrs. Joseph Smith owned a little country grocery in the village of Gasburg. They had been plagued with a series of minor burglaries in which various items were taken, mostly cigarettes. Mr. Smith decided to sleep on a cot in one of the storerooms in an effort to catch whoever was doing the breaking and entering.

On the third night of his "stake out" he was awakened about midnight by the sound of breaking glass. He grabbed his shotgun and rushed in-the next storeroom. Outlined in the window was the body of a person with what seemed to be a gun barrell sticking up. Mr. Smith shouted for the intruder to stop, but the person appeared to lurch forward into the room toward Mr. Smith. Mr. Smith fired the shotgun.

When the lights were flipped on, there was the only child of Mr. Smith's next door neighbor, 15 year old Billy Jones sprawled on the floor with blood flowing from his right side. In his hand was a part of a broken broom handle which he had used to break the window. Young Billy died before the ambulance could arrive to take him to the hospital.

A coroner's inquest was held to determine if Mr. Smith had acted with the law in firing the shotgun. The decision was that although young Billy had apparently slipped when he lurched forward, Mr. Smith had reason to believe his life was in danger. The death was declared to be justifiable homicide.

Mr. and Mrs. Smith just couldn't bear to continually face their heartbroken neighbors, Mr. and Mrs. Jones. After six months they closed their grocery and moved out west. The people of Gasbury now drive seven miles to either Monrovia or Mooresville to buy their groceries. Mrs. Jones had a nervous breakdown and spent over seven months in a hospital for the mentally ill.

Mr. Jones bought a nice headstone for the grave of his son who would have been in the 10th grade of the local high school that September.

Who are the victims?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

RESPONSIBILITY: WHAT IS OUR DUTY?

We expect certain things of people. We expect them to be honest and peaceful. It is their duty--their responsibility--to be honest and peaceful. If we hear someone scream for help, it is our duty to find out what is wrong and to give or to get aid!

817.49 False reports of commission of crimes; penalty.—Whoever willfully imparts, conveys or causes to be imparted or conveyed to any law enforcement officer false information or reports concerning the alleged commission of any crime under the laws of this state, knowing such information or report to be false, in that no such crime had actually been committed, shall upon conviction thereof be guilty of a misdemeanor of the first degree.

It is clear to most of us that, if we are asked by a police officer or teacher to give information about an event, it is our duty to give honest information.

It is clear to most of us that we should not lie and tell untrue stories to our teachers or to the police. Florida law reminds us that such false stories about crimes is a crime, too!

Read these situations:

1. While the teacher was out of the room, Tom and Jerry made a lot of noise and were throwing erasers. When the teacher got back, she was mad at the whole class until she learned that Tom and Jerry did it. And then Sally spoke up and said that Tom and Jerry had hit her with the erasers--but she really had not been hit!

What is Sally's duty? Has she lived up to her responsibility? Why? Why not?

What would YOU do if you were Sally's classmate? Why?

2. Mrs. Brown was worried about her son. He would come home late, tired out. He dropped out of school and didn't get a job. One day a policeman came to the door and asked for her son. She told him that Tom was away for the evening. He asked her if Tom had been home on the night of March 6. Mrs. Brown could not remember exactly, but she wanted to protect her son. She said, "I seem to recall that Tom was home! What has he done?" The policeman replied that he was investigating a crime on that day. Mrs. Brown said, "Well, it could not have been my boy!"

What was Mrs. Brown's duty? Did she live up to her duty? Why? Why not?

What would you recommend that Mrs. Brown do NOW? Write your views and reasons here:

"If I were Mrs. Brown I would _____

_____

Reasons: _____

_____

_____

_____

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

RESPONSIBILITY: WHAT IS OUR DUTY?

In life, we expect certain things of people. We expect people to be honest and truthful. It is their responsibility--their duty--to be honest and truthful. If we hear someone scream for help, it is our duty to find out what is happening and to give help or to get help!

'509.151 Obtaining food or lodging with intent to defraud; penalty.—

(1) Any person who obtains food, lodging, or other accommodations having a value of less than $100 at any public food service establishment, or at any public lodging establishment on a transient basis, with intent to defraud the operator thereof, is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084; if such food, lodging, or other accommodations have a value of $100 or more, such person is guilty of a felony of the third degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084.

(2) This section does not apply where there has been an agreement in writing for delay in payments. This section shall not be used to circumvent the procedural requirements of the Florida Residential Landlord and Tenant Act.

It is clear to most of us that, if we go into a place and order something to eat, we are expected to pay for that food. Florida law tells us that it is our responsibility and we can be arrested if we do not pay for what we order!

Read the following cases:

1. Felix has been staying at the Black Cat Motel for five days. He has had a good time. His room has been clean and quiet. Unfortunately, Felix has spent too much of his vacation money on parties and football tickets! He does not have enough funds to pay his motel bill. On Saturday morning, while it is still dark and quiet, Felix tries to slip away without paying.

   As he is driving away, a police officer stops him. She had been called by the motel clerk.

What was Felix's duty? What should have been done to solve this problem? Now, what should happen to Felix?

2. Tom and Jerry go into McMillan's hamburger and pizza parlor. They order some fries and two cokes. The cokes are great, but the fries are cold and greasy. Their waiter will not return the order of fries. Tom and Jerry are angry, so they try to slip out without paying. A deputy sheriff sees them and takes them both by the arm.

What was Tom and Jerry's duty? What was the duty of the waiter and owner, Mr. McMillan? What should have been done to solve this problem? Now, what should happen to Tom and Jerry?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

GRAND THEFT - AUTO

Art just knew that he was the smartest boy in the eighth grade. True, he didn't make very good grades, particularly in math, science, and all those things he wasn't ever going to need anyway. Art was smart because he knew his way around. He was "street smart." He knew his rights and no cop was ever going to get a chance to arrest him.

Art's brother Phil had been arrested for stealing a car. Art got to know all the little details about stealing a car. One warm summer evening Art was hanging out on their favorite corner with George and Manny. There was this real cool TransAm parked just down the street. It was black just like Burt Reynolds drove in "Smokey and The Bandit." Art suggested they take it for a quick spin around town and bring it back before it was missed. "We won't keep it, so they can't charge us with stealing." George and Manny were ready for any kind of excitement.

After several trips around the drive-in restaurant where all their friends were, the boys started back downtown to leave the car. As they .....

Complete this story in your own words setting forth what might have happened to Art, George, and Manny.

1. Have you heard of a crime called "joy riding?"

2. If the boys had an accident, what could happen to them?

3. What if a gang of car thieves came along and offered the boys $50 to turn the car over to them?

4. Would it make a difference if the keys were in the car or if they had "hot wired" it?

5. Who would be forced to pay for the car if the boys did wreck it?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

REASONS FOR OBEYING THE LAW OR RULES

Why do people follow the law? What moves people to accept good laws or social rules and follow them in their daily lives? Think about a law or rules such as "Do not steal" or "Tell the truth" or "Do not hurt other persons."

A) Which of the following reasons are the BEST ones for accepting and obeying a law or a rule?

B) Explain why you think that the reasons checked are the best ones.

A.___1. Obey rules to avoid being punished by other persons or by government authorities, if you get caught breaking the rules.

___2. Obey rules to get rewards from persons in authority (e.g., parents, teachers, employers, etc.)

___3. Obey the rules to get other persons to like you and accept you, or to keep them from disliking you and saying negative things about you.

___4. Obey the rules because the rule makes sense and everyone benefits if everybody follows the rule. That is, society is a better place for everyone, if the rules are followed.

___5. Obey the rules so that one does not feel guilty about breaking the rules and worrying about violating the rules.

B. Your explanation:

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

LAW OPTIONS: WHAT CAN THE POLICE OFFICER DO?

Read the law at the bottom of this page. It is from Florida Statutes. Then, read the following cases. List the things which the police officer can do in each situation. (The options or alternatives open to him or her.) List as many as you can thing of.

SITUATION 1. Mary and Jane, both fifth graders, are playing in a local cemetery after school. They are playing hide-and-seek. It is really fun! Suddenly, Jane runs into an older tombstone. It cracks in half, tumbling to the ground. Jane is afraid...Mary looks around to see if anyone is watching. She gets Jane by the arm to leave...when a sheriff's deputy pulls up in her car. She gets out and walks over to the two girls.

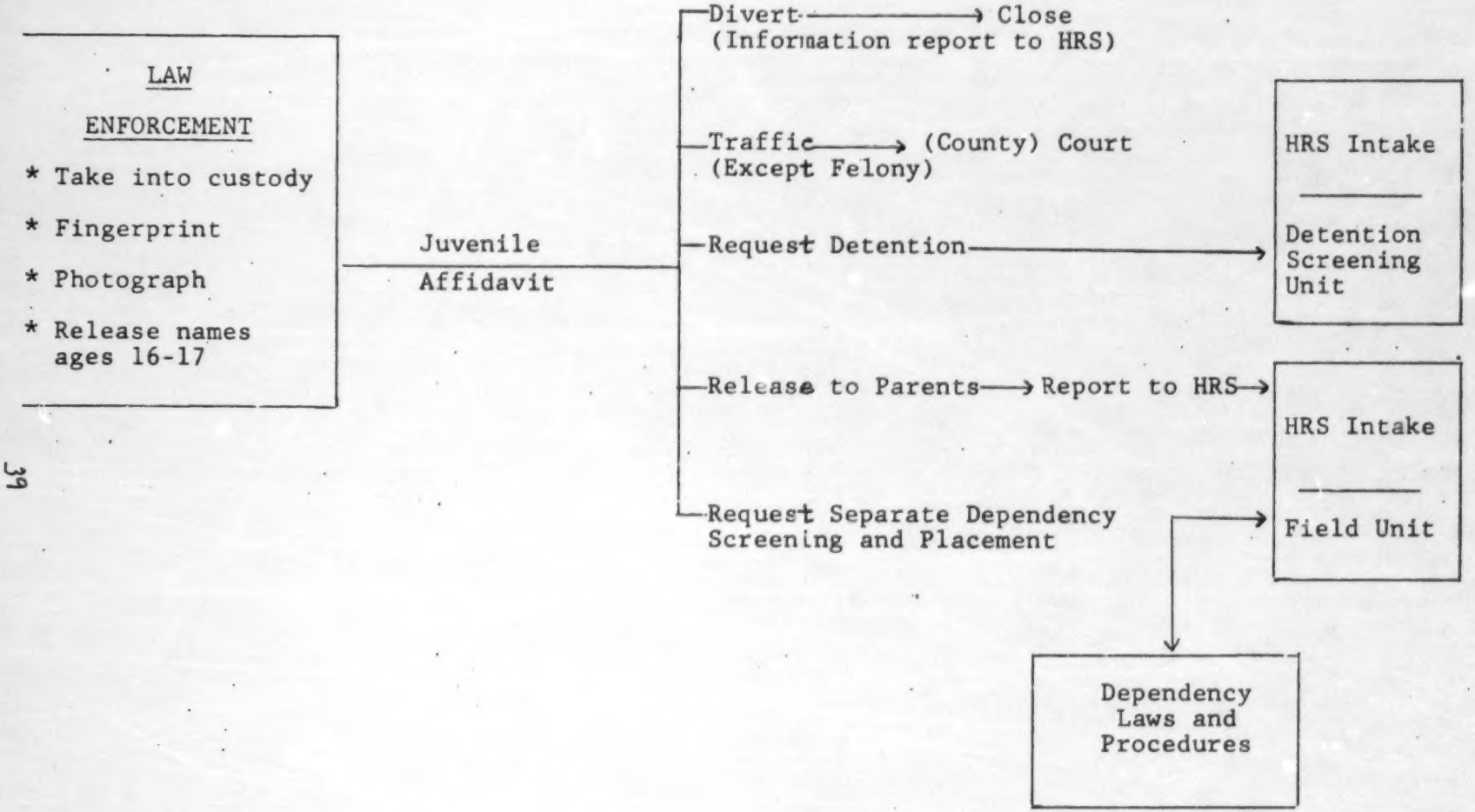
OPTIONS OPEN TO THE DEPUTY:

SITUATION 2. It is Halloween night. Tom and Jerry are out having fun. They think of a local cemetery and how much fun it would be to sit for a couple of hours making funny noises in among the tombstones! After a while, they tire of sitting and making scary noises. They decide to knock over a few old tombstones...Tom bangs into several, cracking them. Jerry struggles hard and pushes two over. They laugh and urge one another on. Suddenly, from out of the shadows, a figure appears. As it comes closer the boys freeze. They are frightened, as the figure--Sergeant Horatio Jones of the police department--grabs them both by the shoulder.

OPTIONS OPEN TO SERGEANT JONES:

872.02 Disfiguring tomb.—Whoever willfully destroys, mutilates, defaces, injures, or removes any tomb, monument, gravestone, or other structure or thing placed or designed for a memorial of the dead, or any fence, railing, curb, or other thing intended for the protection or ornamentation of any tomb, monument, gravestone, or other structure before mentioned, or for any enclosure for the burial of the dead, or willfully destroys, mutilates, removes, cuts, breaks, or injures any tree, shrub, or plant placed or being within any such enclosure, or wantonly and maliciously disturbs the contents of a tomb or grave, shall be guilty of a misdemeanor of the first degree.

LAW ENFORCEMENT: ARREST & PLACEMENT ALTERNATIVES



NAME_____ TEACHER_____

SCHOOL_____ DATE_____

INTERVIEW A VICTIM

Students should develop a sense of empathy for the victims of crime.

You have been appointed to the Governor's Committee on Crime Prevention. Interview at least one victim of a crime to ascertain how future crime might be prevented.

1. What crime was committed against you?
2. What losses have you suffered? (Monetary, or Personal)
3. How has your life changed as a result of this crime?
4. Has the lawbreaker in this case been arrested?
5. If this person is arrested, what should be his/her consequences?
6. How do you feel about this person?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

INTERVIEW THE PARENT OF A JUVENILE OFFENDER

Students should develop some empathy for parents of a Juvenile Offender as a victim of the crime.

1. What was the nature of the offense?
2. How old is this Juvenile Offender?
3. Was this the first offense? Was the offender officially arrested?
4. What were the consequences of this action as ordered by the court?
5. How have you as a parent suffered because of this offense?
6. Do you feel any responsibility for the actions of your child?
7. When were you first notified of this offense?
8. What has this cost you monetarily?
9. What would you do differently to inform your child of the "Consequences of Crime?"
10. What do you think motivated your child to commit this offense?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

CRIME BIBLIOGRAPHY

Using library research skills students will seek out and prepare a bibliography of crime books available.

Example: The Consequences of Crime, by Clifton M. Kelly and Sherman Wantz. Youth Educational Services, 1981.

SKILLS REQUIRED:

1) Bibliography Form
2) Use of the library card catalog
3) Concept of alphabetical ordering

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

BOOK REPORT

ACTIVITY: Students will select a book or periodicals of their choice pertaining to Crime, Punishment for Crime, or Crime and Punishment.

Students are to read the book of their choice, and critique the book based on the following questions.

Example: "In Cold Blood" by Truman Capote

1. What crime(s) were committed?
2. What were the circumstances leading up to the crime?
3. Who were the victims? (List all of the victims)
4. How did the victims suffer because of the crime?
5. How was the criminal himself a victim?
6. OPTIONAL: What happened to the criminal: Trial and Consequences and Summary?
7. In your opinion, did the punishment fit the crime?

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

IMAGES OF LAW ENFORCEMENT OFFICERS

1. Quickly sketch a picture of your image of a "POLICE OFFICER."

2. For each of the following pairs of words, circle the number which best represents your image of police officers in general:

GOOD....1....2....3....4....5....6....BAD

FAIR....1....2....3....4....5....6....UNFAIR

STRONG..1....2....3....4....5....6....WEAK

VALUABLE..1....2....3....4....5....6....WORTHLESS

TOTAL = _____

3. In the course of one shift, a law-enforcement officer might do any or all of the jobs listed below. Check the five which YOU would least like to have to do. Draw a line through any job which is completely unnecessary in Highlands County.

Control Traffic
Stop and question people
Issue traffic tickets
Interview victims and witnesses
Give first aid
Search crime scenes
Inspect places
Make arrests
Create good relations in the community
Testify in court
Give directions
Search and question prisoners
Escort parades
Preserve evidence
Handle mentally disturbed persons
Watch voting booths
Stop family disputes
Guard visitors and property
Rescue lost persons
Help people who have lost keys
Advise, warn, or arrest youngsters
Control crowds
Handle drunks and alcoholics
Watch school crossings
Make written reports
Pick up stray dogs
Check business licenses
Refer citizens' complaints to proper places
Deal with public nuisances
Recover lost or stolen property
Give information

THE CASE OF TOM WEBBER

Tom Webber, a 19 year old high school graduate, was entering the convenience store when he heard a scuffle. Two men had knocked out the store clerk (he was groaning on the floor), and were fighting with a Sheriff's **Deputy**.

The Deputy said, "You are not going to get away with robbing this store. We've got a stake out!"

Tom did not see any other police officers around, and only a Sheriff's Department car was outside. The Deputy was taking a beating...more fierce than before. The men were about to break and run.

Suddenly, the Deputy called to Tom, "Help me subdue these men! They're robbers!"

Tom was no 98-pound weakling, but he wasn't a regular at Harry's Gym pumping iron. He hadn't been in a fight since the 4th grade and was rather timid.

The Deputy commanded again, as the robbers broke away. As they came toward the door (and Tom), Tom froze, then jumped aside. He did not raise a finger to stop them, just as he hadn't raised a finger earlier to assist the deputy.

The would-be robbers fled. The Deputy got up, went over to help the store **clerk** up, and **then**, turning to Tom, said, "You are under arrest for failing to come to the aid of a law enforcement officer." He read Tom his rights. Tom was stunned! What kind of law was that? A guy could get killed, he thought.

Florida Statutes say:

843.06 Neglect or refusal to aid peace officers.—Whoever, being required in the name of the state by any officer of the Florida Highway Patrol, police officer, beverage enforcement agent, or watchman, neglects or refuses to assist him in the execution of his office in a criminal case, or in the preservation of the peace, or the apprehending or securing of any person for a breach of the peace, or in case of the rescue or escape of a person arrested upon civil process, shall be guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082 or s. 775.083.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

DISTINGUISHING FACT AND OPINION

A. For each of the following statements mark a F (for fact) or an O (for opinion). Be able to explain your answers.

1. ___Tom should have helped the Sheriff's Deputy.

2. ___The store clerk was on the floor groaning when Tom entered.

3. ___The Deputy requested Tom's help two times.

4. ___Tom did not aid the Deputy or the store clerk.

5. ___The Deputy should not have embarrassed and shocked Tom by arresting him in the store.

6. ___The would-be robbers got away on foot.

7. ___Tom was a healthy, regular sized guy, not a great he-man type.

8. ___It may have been a stake-out, but only the Sheriff's Deputy was in sight as Tom entered the store.

9. ___The law which Tom was arrested for breaking was a bad law.

10. ___Florida Statutes require that a citizen come to the assistance of a law enforcement officer when asked by such an officer.

B. Take any one item above. Write out your reasons for saying it is a statement of FACT or OPINION.

NOTE: Fill out the arrest report for Tom Webber. Have a student "play" Tom Webber and fingerprint "him."

Sheriff Department
HIGHLANDS COUNTY
SEBRING, FLORIDA

U C R Classification

OFFENSE – INCIDENT REPORT

Case No.

1 Nature of Offense – Incident | Unit No. | Date of Report | Dispatch | Arrival | In Service | Address of Dispatch | Will Victim prefer charges? ☐ Yes ☐ No

Address of Occurrence (Incl. Name of Business or Type of Premises) | Vice Violation ☐ Yes ☐ No | Date – Day – Time of Occurrence | Contact Information | Juvenile Subject ☐ Yes ☐ No

2 ☐ Victim ☐ Missing Person ☐ Runaway
Name: | DOB | Race | Sex | Res. Phone | Bus. Phone
Address

☐ Reporter ☐ Discoverer
Name: | DOB | Race | Sex | Res. Phone | Bus. Phone
Address

Owner
Name: | DOB | Race | Sex | Res. Phone | Bus. Phone
Address

Witness
Name: | DOB | Race | Sex | Res. Phone | Bus. Phone
Address

3 Subject ☐ Suspect ☐ Juvenile ☐
Name: | DOB | Race | Sex | Res. Phone | Bus. Phone
Address

Incarcerated ☐ Yes ☐ No | Authority & Time | D.O.B. | Occupation
Where:

Juvenile's Parents | Res. Phone | Notified ☐ Yes ☐ No
Address | Bus. Phone | By Whom

Action Taken ☐ W/D ☐ Intake ☐ Jud. Attn. | School | Parent's Attitude

10 Remarks
(USE CONTINUATION)

Reporter's Signature

Person/Unit Notified | Time

4 Property Taken (Type)

Value | Recov. Value | Property Receipt ☐ Yes ☐ No

Property Recovered (Type)

5 Modus Operandi

Tool/Weapon | How Used

How Offenders – App/Fled. | No. Offenders

What did Offenders Say

Exact Location of Victim/Prop.

6 Vehicle: ☐ Subject ☐ Victim ☐ Stolen
Year & Make

Model – Color | Condition

Tag No. | Year | State

VIN No.

Value | Recov. Value | Doors Locked ☐ Yes ☐ No | Keys in Ign. ☐ Yes ☐ No

Teletype Yes ☐ No ☐ | Time:

Articles in Veh. | Veh. Stored at

7 Missing Person Info.
Relatives/Friends | Address | Phone

Last Seen By | Phone

Location Last Seen | Previous Case No.

Prop./ID Carried

Mental/Physical Condition | Alias/Maiden/Nickname

Photo ☐ Yes ☐ No | D.O.B.

8 Bank – Credit Card | Acct. No.

Payable To | Document No.

Amt. of Chk | Amt. Loss | Date of Doc. | Can Subj. Be ID'd ☐ Yes ☐ No

Signature on Face | Printed Name

Reason Not Honored | ID Used

9 Hospital

Physician

Nature Of Injury – Location On Body

Condition | Next of Kin Notified ☐ Yes ☐ No | By Whom

11 Reporting Officer's Name | ID No. | Grid | Approved By | Assigned To

1.

Signature | ID No. | Grid | Disposition ☐ Unf. ☐ Ex. Cl. ☐ Pend. ☐ Arrest | Referred To

2. 53 | Supervisor

12 ☐ Domestic ☐ Civil Matter – Advised
☐ Neighbor Dispute ☐ NPA
☐ Tenant – Landlord ☐ Scene Secured
☐ Faulty/False Alarm ☐ Other
☐ All Parties GOA

54

HIGHLANDS COUNTY
SHERIFF'S DEPT.

SUPPLEMENTARY

Case No

Unit No	Date Time of Report	Address of Original Occurrence (Incl Name of Business)	Address of Supplemental Incident

☐ Victim ☐ Missing Person ☐ Runaway Name	Address	Person/Unit Notified	Time	Multiple Clearance Case No

Victim's Condition	Will Victim Prefer Charges ☐ Yes ☐ No	Age	Race	Sex	Res Phone	Bus Phone	Kind of Property Recovered	Property Receipt ☐ Yes ☐ No	Recovery Value	Change of Value

☐ Subject ☐ Suspect ☐ Juvenile Name	Age	Race	Sex	Date of Birth	Veh	Year	Make	Model	VIN No

Address	Res Phone	Bus Phone	Tag No	Year	State	Color	Storage Receipt ☐ Yes ☐ No

Incarcerated ☐ Yes ☐ No	Where	School	Occupation	Vehicle Stored At	Where Recovered

Orig. Offense	Original UCR Classification	Juv Parent's (Name)	Notified ☐ Yes ☐ No	By Whom

Offense Changed To	UCR Classification Changed To	Address	Res Phone	Bus Phone	Parent's Atty	Action Taken ☐ N.D. ☐ Intake ☐ Juv. Atty

Remarks

Incarcerating Authority — Time

Reporting Officer's Name (Print)	ID No.	Grid	Referred To	Signature
(a)				
(b) 55	ID No.	Grid	Approved By	

Disposition ☐ Cl By Arrest ☐ Exceptionally Cl ☐ Unfounded ☐ Pending	Investigation ☐ Suspended	Assigned To	Date	Supervisor 56	Date

84

BEST COPY AVAILABLE

LEAVE BLANK

TYPE OR PRINT ALL INFORMATION IN BLACK
LAST NAME NAM FIRST NAME MIDDLE NAME

FBI LEAVE BLANK

STATE USAGE

ALIASES AKA

ORI FL0280000
SO
SEBRING FLA

SIGNATURE OF PERSON FINGERPRINTED

DATE OF BIRTH DOB
Month Day Year

THIS DATA MAY BE COMPUTERIZED IN LOCAL, STATE AND NATIONAL FILES

DATE | SIGNATURE OF OFFICIAL TAKING FINGERPRINTS

DATE ARRESTED OR RECEIVED DOA

SEX	RACE	HGT	WGT	EYES	HAIR	PLACE OF BIRTH POB

CHARGE
1
2
3

NCIC

YOUR NO OCA

FBI NO FBI

SID NO SID

SOCIAL SECURITY NO SOC

LEAVE BLANK

CLASS

REF

NCIC CLASS - FPC

FINAL DISPOSITION
1
2
3

CAUTION

1. R. THUMB	2. R. INDEX	3. R. MIDDLE	4. R. RING	5. R. LITTLE

6. L. THUMB	7. L. INDEX	8. L. MIDDLE	9. L. RING	10. L. LITTLE

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY | L. THUMB | R. THUMB | RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

Reel

Check Name*

ANA* Yes ☐ No ☐

Add D.O.B.* Yes ☐ No ☐

1	2	3	4	5

6	7	8	9	10

Aliases for Input*

CHQU

Old F/P Class

Frame

Old Height | Old Weight | Old Hair

Blocking Out | Blocking Out Reference | Classed By:

Mod. P.O.B.* Yes ☐ No ☐

Add SSN* Yes ☐ No ☐

In NCIC Yes ☐ No ☐

49 57

Idented By:

FDLE No | Reel and Frame | Blocked Out By: | Mod. Reel and Frame* Yes ☐ No ☐ | Verified By:

FLORIDA DEPARTMENT OF LAW ENFORCEMENT
P. O. BOX 1489, TALLAHASSEE, FLORIDA 32302

PALM PRINTS TAKEN? YES ☐ NO ☐

PHOTO AVAILABLE? YES ☐ NO ☐

IF AVAILABLE, PASTE PHOTO OVER INSTRUCTIONS IN DOTTED AREA → (DO NOT USE STAPLES)

SINCE PHOTOGRAPH MAY BECOME DETACHED INDICATE NAME, DATE TAKEN, FBI NUMBER, CONTRIBUTOR AND ARREST NUMBER ON REVERSE SIDE, WHETHER ATTACHED TO FINGERPRINT CARD OR SUBMITTED LATER.

IF ARREST FINGERPRINTS SENT FBI PREVIOUSLY AND FBI NO. UNKNOWN, FURNISH ARREST NO _____ DATE _____

STATUTE CITATION (SEE INSTRUCTION NO. 9) CIT

1

2

3

ARREST DISPOSITION (SEE INSTRUCTION NO. 5) ADN

1

2

3

EMPLOYER: IF U. S. GOVERNMENT, INDICATE SPECIFIC AGENCY
IF MILITARY, LIST BRANCH OF SERVICE AND SERIAL NO.

OCCUPATION

RESIDENCE OF PERSON FINGERPRINTED

SCARS, MARKS, TATTOOS, AND AMPUTATIONS SMT

BASIS FOR CAUTION ICO

DATE OF OFFENSE DOO | SKIN TONE SKN

MISC. NO. MNU

ADDITIONAL INFORMATION

IC-10(REV. 7/73)

INSTRUCTIONS

1. UNLESS OTHERWISE PROVIDED BY REGULATION IN YOUR STATE, FINGERPRINTS ARE TO BE SUBMITTED DIRECTLY TO FBI IDENTIFICATION DIVISION FORWARD IMMEDIATELY FOR MOST EFFECTIVE SERVICE
2. FINGERPRINTS SHOULD BE SUBMITTED BY ARRESTING AGENCY ONLY (MULTIPLE PRINTS ON SAME CHARGE SHOULD NOT BE SUBMITTED BY OTHER AGENCIES SUCH AS JAILS, RECEIVING AGENCIES, ETC.). REQUEST COPIES OF FBI IDENTIFICATION RECORD FOR ALL OTHER INTERESTED AGENCIES IN BLOCK BELOW. GIVE COMPLETE MAILING ADDRESS, INCLUDING ZIP CODE
3. TYPE OR PRINT ALL INFORMATION
4. NOTE AMPUTATIONS IN PROPER FINGER BLOCKS
5. LIST FINAL DISPOSITION IN BLOCK ON FRONT SIDE. IF NOT NOW AVAILABLE, SUBMIT LATER ON FBI FORM R-84 FOR COMPLETION OF RECORD. IF FINAL DISPOSITION NOT AVAILABLE, SHOW PRE-TRIAL OR ARRESTING AGENCY DISPOSITION, e. g., RELEASED, NO FORMAL CHARGE, BAIL, TURNED OVER TO, IN THE ARREST DISPOSITION BLOCK PROVIDED ON THIS SIDE
6. MAKE CERTAIN ALL IMPRESSIONS ARE LEGIBLE, FULLY ROLLED AND CLASSIFIABLE
7. CAUTION - CHECK BOX ON FRONT IF CAUTION STATEMENT INDICATED. BASIS FOR CAUTION (ICO) MUST GIVE REASON FOR CAUTION, e. g., ARMED AND DANGEROUS, SUICIDAL, ETC.
8. MISCELLANEOUS NUMBER (MNU) - SHOULD INCLUDE SUCH NUMBERS AS MILITARY SERVICE, PASSPORT AND/OR VETERANS ADMINISTRATION (IDENTIFY TYPE OF NUMBER)
9. PROVIDE STATUTE CITATION, IDENTIFYING SPECIFIC STATUTE (example - PL for PENAL LAW) AND CRIMINAL CODE CITATION INCLUDING ANY SUB-SECTIONS
10. ALL INFORMATION REQUESTED IS ESSENTIAL

SEND COPY TO:

REPLY DESIRED? YES ☐ NO ☐

(REPLY WILL BE SENT IN ALL CASES IF SUBJECT FOUND TO BE WANTED)

IF COLLECT WIRE OR COLLECT TELEPHONE REPLY DESIRED, INDICATE HERE: (WIRE SENT ON ALL UNKNOWN DECEASED)

WIRE REPLY ☐ TELEPHONE REPLY ☐ TELEPHONE NO. AND AREA CODE _____

LEAVE BLANK

LEAVE BLANK

Reel

Old Occupation

Old Address

Old City | Old State

Frame

Add SMT* Yes ☐ No ☐ | Caution Flags

Add MNU* Yes ☐ No ☐

53 50

ASTERISKED (*) FIELDS MANDATORY

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

WHAT HAPPENS TO TOM WEBBER?

A. Directions: This handout lists various events that occur in the case of Tom Webber. Decide the order of the events--and number them in order.

___1. Tom Webber is taken to the Sheriff's Office by the arresting officer, who fills out an arrest report.

___2. Tom appears in court to hear the charges against him.

___3. Tom hires a lawyer to assist him in his case before the county court.

___4. Tom is out-of-the-system.

___5. Tom enters a guilty plea at his arraignment.

___6. Tom is fined $30 and is given a firm lecture by the judge.

___7. Tom is not tried at a county court before a judge, but after his arraignment and plea, he is investigated in what is called a "pre-sentence investigation."

B. Draw a diagram of the process which Tom Webber went through, from crime to release.

BEST COPY AVAILABLE

FINAL DISPOSITION REPORT

FBI NUMBER

OBTS NUMBER

TE: This vital report must be prepared on each individual whose arrest fingerprints have been forwarded to the Florida artment of Criminal Law Enforcement without final disposition noted thereon. If no final disposition is available to arresting ncy, also obtain subject's right four fingers on this form, supply identification data and furnish arresting agency information forward when case referred to prosecutor and/or courts. Agency on notice as to final disposition should complete this form submit to: Florida Department of Criminal Law Enforcement, P.O. Box 1489, Tallahassee, Florida 32302, Attention: Crime Information Bureau.

(See instructions on reverse side)

FDCLE NUMBER	NAME ON FINGERPRINT CARD SUBMITTED TO FDCLE LAST FIRST MIDDLE			
NTRIBUTOR OF FINGERPRINTS	DATE OF ARREST M D Y	ARREST NUMBER	SEX	RACE	DATE OF BIRTH M D Y

OFFENSES CHARGED AT ARREST	NCIC CODE	FLORIDA STATUTE
1.		
2.		
3.		
4.		
5.		

ONTRIBUTOR OF DISPOSITION DATA

DISPOSITION DATE
M D Y

COURT DOCKET NUMBER

☐ COURT ORDERED EXPUNGEMENT:
Return Arrest Fingerprint Card to Contributing Agency;
Certified or Authenticated Copy of Court Order Attached.

FINAL CHARGES	Not filed on by State Attorney	Nolle Prossed by State Attorney	Acquitted	Dismissed	Convicted	Adjudication Withheld	Convicted Sentence Deferred	Acquitted–Insanity	Acquitted Mental Incompetency	Charge Dismissed Insanity	Charge Dismissed Mental Incompetency	Charge Pending Insanity	Charge Pending Mental Incompetency	Extradited	Other
1.															
2.															
3.															
4.															
5.															

SENTENCE PROVISIONS	* Explain use of "Other" in Sentence Provision Fields
1.	RIGHT FOUR FINGERS PRINTED SIMULTANEOUSLY
2.	
3.	
4.	
5.	

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

MAPPING THE CRIMINAL JUSTICE SYSTEM

You have studied the criminal justice system in Florida. Now it is time to show your understanding of the steps in this system. Begin with No. 1 (THE CRIME) and number the steps through to No. 13 (OUT-OF-THE-SYSTEM). Then, connect the steps in order by drawing arrows.

1. THE CRIME

___. INFORMATION OR INDICTMENT

___. BOOKING

___. TRIAL

___. PAROLE

___. IMPRISONMENT

___. PRE-SENTENCE INVESTIGATION

___. ARREST

___. PRELIMINARY HEARING

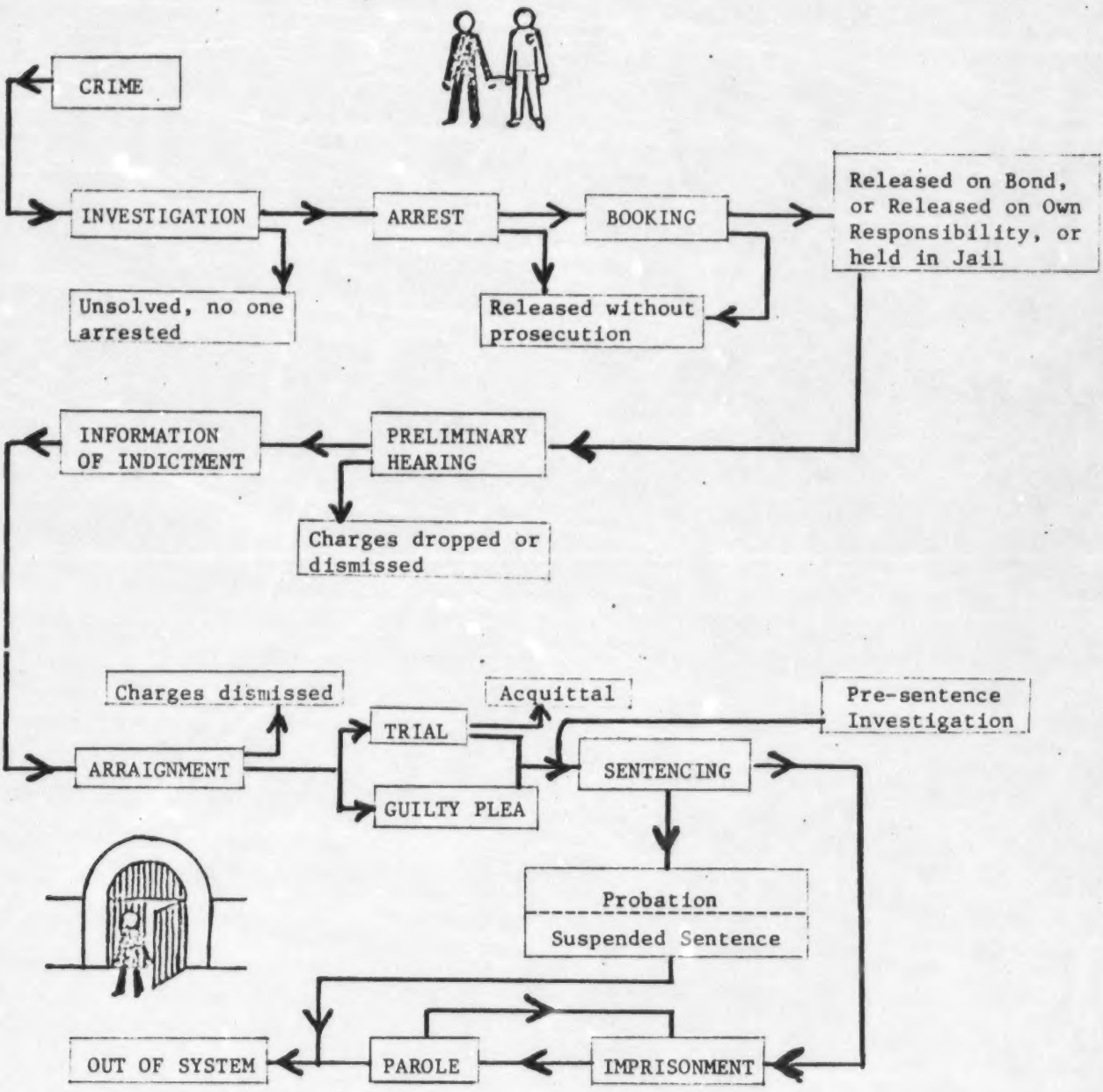
___. ARRAIGNMENT (ENTER PLEA)

___. SENTENCING

___. INVESTIGATION

13. OUT-OF-THE-SYSTEM

PROCESS OF CRIMINAL JUSTICE



NAME_____ TEACHER_____

SCHOOL_____ DATE_____

VISIT THE COUNTY JAIL

Field Activity: Students will visit the local jail facilities. Students will be taken through the booking procedure.

Follow-up:

1. Students will prepare a report on the individual steps of the booking procedure (sequenced)

2. Students will write an essay describing their impression of the jail facility.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

VANDALISM

A. Identify with a check mark the following situations which qualify as acts of vandalism.

____1. High school seniors paint their names and year of graduation on the city water tank.

____2. Seventh grade students write the assistant principal's name in a "jingle" on the bathroom walls.

____3. Neighborhood children were playing baseball in a vacant lot next to Mrs. Brown's house, and the ball accidentally broke one of her windows.

____4. At a local construction site, the "extra" materials left out at night were taken.

____5. High school students "joy-riding" see how many street signs they can knock down with a baseball bat as they pass.

____6. An eighth grader who had been disciplined by the principal retaliated by cutting two of the tires on that administrator's automobile.

____7. Seventh grade teachers are having a problem with the amount of gum students are sticking on desks and other classroom furniture.

____8. Members of the football team go by the Jiffy Store after practice, and on the way home, they throw their trash into the air-conditioning units outside the school classrooms.

____9. The eighth grade girls participate in a contest to see who can make the most balls of wet toilet tissue stick to the restroom ceiling.

___10. At the last school dance, the boys carved their initials in the gym bleachers.

B. Choose one of the statements you have identified as being vandalism, and list three (3) victims and how they suffered.

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

VANDALISM

A. Using the glossary contained in The Consequences of Crime, define the following terms:

1. accuse
2. damage
3. confession
4. accomplice
5. willful
6. consequence
7. graffiti
8. juvenile
9. vandalism
10. property
11. restitution
12. prowling
13. sentence
14. witness
15. curfew

B. Using two (2) or more paragraphs using at least ten of the vocabulary words in this unit. Paragraphs should be appropriate and meaningful.

Accuse	consequence	restitution
damage	graffiti	prowling
confession	juvenile	sentence
accomplice	vandalism	witness
willful	property	curfew

NAME_____TEACHER_____

SCHOOL_____DATE_____

VANDALISM

Using the vocabulary words from this unit, fill in the blanks in the following paragraphs:

Sam and Brian were seen at 11:00 p.m. Saturday _____ around the school grounds. On Sunday morning, the principal was notifed that an act of _____had been committed on school grounds, and at least two-hundred dollars in _____ had been done. Several places around the campus were marked with _____, and other items of the school _____ had been destroyed.

Nicholas, who had supposedly seen Sam and Brian, _____ them of committing the acts. He came forward as a _____, and since the boys were under the age of 18 (_____), Children and Youth Services were contacted.

After Sam and Brian gave a full _____, it was discovered that Nicholas was also involved as an _____ in the _____acts of vandalism.

As a result, the boys were found guilty, suffering the following _____. They were _____ to make full _____ and to maintain a 10:00 p.m. _____for the next three (3) months.

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

VANDALISM

A. Using the facts from the previous lesson, number the following statements 1 through 5 in order of sequence.

_____ Sam and Brian made a full confession.

_____ Nicholas came forward as a witness.

_____ Sam and Brian were seen prowling around the school.

_____ The boys were sentenced to make full restitution and keep a curfew.

_____ The principal was notified of the vandalism.

B. List at least three victims involved in this crime of vandalism, and explain how each one suffered.

1.

2.

3.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

MAPPING THE JUVENILE JUSTICE SYSTEM

You have studied the juvenile justice system in Florida. Now it is time to show your understanding by 1) numbering the blocks in the system from 1 to 10, and 2) drawing lines or arrows from one step to the next in the proper order. Begin with No. 1 (THE CRIME) and end with No. 10 (DISCHARGE: OUT OF THE SYTEM)

1. THE CRIME

___. HRS INTAKE DETENTION SCREENING UNIT at the Youth Detention Center agrees with the officer to detain the youth.

___. HRS PLACEMENT AND INTERNMENT IN A RESIDENTIAL PROGRAM ("treatment")

___. COMMITTED TO HRS CUSTODY and given a PLACEMENT SCREENING

___. COURT ARRAIGNMENT OR ADJUDICATORY HEARING. Within 21 days of detention, the Circuit Court, Juvenile Division holds an Arraignment Hearing (if a guilty plea) or an Adjudicatory Hearing (if a not guilty plea). (Found guilty.)

___. HRS INTAKE, FIELD UNIT. Assesses the juvenile's situation and behavior, reports to the State Attorney with a recommendation. STATE ATTORNEY petitions the Circuit Court/Juvenile division for a trial...

___. POLICE OFFICE AT THE SCENE DETAINS THE YOUTH, THEN REQUESTS DETENTION.

___. DETENTION HEARING, with 24 hours of the detention, the Circuit Court, Juvenile Division holds a detention hearing with HRS and State Attorney's recommendations(Agree to Detain)

___. COURT DISPOSITIONAL HEARING, within 15 days the Circuit Court, Juvenile Division holds a Dispositional Hearing to "sentence" the youth (Commit to HRS custody)

10. DISCHARGE: OUT-OF-THE-SYSTEM whew!

P.S.: This is a "severe" case where the youthful offender goes through the whole process...but not serious enough for the State Attorney or Juvenile Judge to send the youth to the Adult Court System!

TEACHER'S ANSWERS

MAPPING THE JUVENILE JUSTICE SYSTEM

You have studied the juvenile justice system in Florida. Now it is time to show **your understanding** by 1) numbering the blocks in the system from 1 to 10, and 2) drawing lines or arrows from one step to the next in the proper order. Begin with No. 1 (THE CRIME) and end with No. 10 (DISCHARGE: OUT OF THE SYTEM)

1. THE CRIME

5. HRS INTAKE, FIELD UNIT. Assesses the juvenile's situation and behavior, reports to the State Attorney with a recommendation. STATE ATTORNEY petitions the Circuit Court/Juvenile division for a trial...

3. HRS INTAKE DETENTION SCREENING UNIT at the Youth Detention Center agrees with the officer to detain the youth.

2. POLICE OFFICE AT THE SCENE DETAINS THE YOUTH, THEN REQUESTS DETENTION.

9. HRS PLACEMENT AND INTERNMENT IN A RESIDENTIAL PROGRAM ("treatment")

4. DETENTION HEARING, with 24 hours of the detention, the **Circuit** Court, Juvenile Division holds a detention hearing with HRS and State Attorney's recommendations(Agree to Detain)

8. COMMITTED TO HRS CUSTODY and given a PLACEMENT SCREENING

6. COURT ARRAIGNMENT OR ADJUDICATORY HEARING.
... Within 21 days of detention, the Circuit Court, Juvenile Division holds an Arraignment Hearing (if a guilty plea) or an **Adjudicatory** Hearing (if a not guilty plea). (Found guilty.)

7. COURT DISPOSITIONAL HEARING, within 15 days the Circuit Court, Juvenile Division holds a Dispositional Hearing to "sentence" the youth (Commit to HRS custody)

10. DISCHARGE: OUT-OF-THE-SYSTEM

whew!

P.S.: This is a "severe" case where the youthful offender goes through the whole process...but not serious enough for the State Attorney or Juvenile Judge to send the youth to the Adult Court System!

Understand the meaning of the term juvenile, and summarize the similarities and differences between the adult criminal justice system and the juvenile justice system.

Define JUVENILE and JUVENILE JUSTICE SYSTEM

SUGGESTED ACTIVITIES:

*Have students research the historical background of the JUVENILE JUSTICE SYSTEM, e.g., when, where, and why it was started.

*Use transparencies and overlays to show the juvenile justice system. Explain the IMPORTANCE OF THE REHABILITATIVE MEASURES in the system and why theywere included.

*Have students prepare an illustrated list of JUVENILE LEGAL PROBLEMS for the bulletin board.

*Ask students to bring in any available Media reports related to the JUVENILE JUSTCIE SYSTEM. Analyze the reports to determine age of offenders, types of offenses, and disposition of the cases. Discuss conclusions that can be drawn, especially about age and/or severity of sentences.

*Suggested topics for class discussion and homework:

1. Career opportunities in the juvenile justice system
2. Interview a juvenile justice worker to determine whether special talents or personality traits are needed to be effective
3. Media reports about JUVENILES to determine affect on public opinion

SUGGESTED EVALUATIONS:

Juveniles are legally classified in most states as being under the age of EIGHTEEN.

Which of the following is NOT a legal reason for a police officer to stop and question a youth?

a. The officer believes the youth has information that might help him in an investigation
b. The officer feels that the youth may commit a crime sometime in the future
c. The officer feels that the youth is behaving in a suspicious manner
d. The officer feels that the youth is having trouble and needs help

The juvenile justice system was established by the Constitution. (false)

*William Davenport, Social Studies Specialist, Palm Beach County Schools, West Palm Beach, Florida.

Identify specific JUVENILE CRIMES,
e.g., truancy, running away

SUGGESTED ACTIVITIES:

*Invite a local JUVENILE LAW official to discuss local juvenile crimes, e.g., types, frequency.

*Have students prepare a survey related to JUVENILE CRIMES to administer anonymously at a school. Compile results to determine types of crimes, frequency of arrest, disposition of case, why the crime was committed.

*Explain the difference between juvenile crimes and JUVENILE STATUS OFFENSES. Have students research the frequency of each type of offense at the local, state, and national levels.

*Divide the class into small groups. Have each group prepare PRACTICAL SUGGESTIONS for ways to combat or reduce juvenile offenses. Discuss the merits of each suggestion.

*Suggested topics for class discussion and homework:

1. The use of "hot lines" or crisis intervention centers by juveniles
2. Juvenile victims
3. Reasons for the high juvenile crime rate
4. Interview the school dean to determine frequency and types of juvenile offenses within the school

SUGGESTED EVALUATIONS:

When a fifteen year old shoots another person, it is a JUVENILE CRIME.

A Status Offense is:

a. a felony committed by a juvenile
b. a felony committed against a juvenile
c. any violation of probation by a juvenile
d. an offense only because the offender is a juvenile

School vandalism is one of the most serious juvenile crimes today. (true)

*William Davenport, Social Studies Specialist, Palm Beach County Schools, West Palm Beach, Florida.

Explain the JUVENILE LAW PROCESS

SUGGESTED ACTIVITIES:

*Role play situations involving the JUVENILE LAW PROCESS, e.g., arresting a juvenile for vandalism or shoplifting. During the debriefing session, clarify any incorrect ideas or procedures conveyed during the dramatization.

*Use case histories or situation cards to present JUVENILE VIOLATIONS. Have students decide how they would handle the case if it were a first offense; a second offense; a third offense. Discuss why there are different opinions about each case and whether repeated offenses should get more severe punishments.

*Invite an officer of the juvenile court to talk to the students about the JUVENILE LAW PROCESS.

*Duplicate as complete a LIST OF OFFENSES committed BY JUVENILES, as possible. Include such items as cutting school, disrupting class at school, running away, smoking at school, etc. Ask students to check any offenses they have committed. Explain that if they checked any they could be declared juvenile delinquents in many states. Discuss why these are considered delinquent acts and what could happen to them in the JUVENILE LAW PROCESS.

Suggested topics for class discussion and homework:

1. A list of offenses you could expect juvenile delinquents to commit
2. Write a letter-to-the editor expressing your opinion about the juvenile law process

SUGGESTED EVALUATIONS:

First-time juvenile offenders are usually placed on PROBATION.

Juvenile courts apply the principle of PARENS PATRIAE, which means that:

a. parents are responsible for the juveniles
b. The court acts as a parent or guardian interested in protecting and helping the juvenile
c. police cannot detain the juvenile
d. parents, rather than juveniles, are on trial

Minors can be found delinquent if they are continually truant from school. (true)

*William Davenport, Social Studies Specialist, Palm Beach County Schools, West Palm Beach, Florida.

Compare and contrast the
ADULT AND JUVENILE JUSTICE SYSTEMS

SUGGESTED ACTIVITIES:

*Use transparencies and overlays to show similarities and differences in the ADULT and JUVENILE JUSTICE SYSTEMS. Terminology, procedures, persons involved, and sentences should be included.

*If possible, plan a field trip to an adult jail and a JUVENILE DETENTION CENTER. Compare and contrast the facilities in as many ways as possible, including reasons for the similarities and differences.

*Have students research a DETENTION HEARING, PETITION, WAIVER HEARING, ADJUDICATORY HEARING, and DISPOSITION HEARING. Discuss how these are unique to the juvenile justice system and why they are used.

Suggested topics for class discussion and homework:

1. Reasons the U.S. Supreme Court ruled that juveniles do not have the constitutional right to a jury trial
2. Whether or not juveniles and adults should have the same justice systems

SUGGESTED EVALUATIONS:

The major purpose of most juvenile correctional institutions is REHABILITATION.

Which of the following rights do young people have in juvenile court proceedings?

a. The right to a trial by a jury
b. The right to have the help of a lawyer
c. The right to have the press report on the proceedings
d. all of the above

A juvenile court hearing is most similar to the intital court appearance of the accused in an adult criminal court. (false)

*William Davenport, Social Studies Specialist, Palm Beach County Schools, West Palm Beach, Florida

Discuss recent changes in
JUVENILE LAWS and the reasons for them,
e.g., trying juveniles in adult courts

SUGGESTED ACTIVITIES:

*Invite a state legislator or juvenile attorney to speak to the class about RECENT JUVENILE LAWS passed by the state legislature and why these laws were considered necessary.

*Have students research the states that allow juries in juvenile cases and why they do allow them. Discuss ADVANTAGES AND DISADVANTAGES OF JURY TRIALS and whether they should be peer juries.

*Have students research and discuss the conditions under which a JUVENILE can be treated as an adult offender. Determine why these conditions developed and whether they seem justified.

*Invite a juvenile judge to speak to the class about the number of cases involving repeated offenders. Ask for information to be included about the impact of these statistics on the JUVENILE JUSTICE SYSTEM.

SUGGESTED EVALUATIONS:

Many people favor stricter juvenile laws and procedures because juvenile crimes are INCREASING.

Juvenile laws passed by the 1981 legislature and signed by the governor are:

a. much stricter than former laws related to delinquents
b. more lenient than former laws
c. about the same as previous laws
d. refer only to drug-related juvenile cases

Proof beyond a reasonable doubt is not required in juvenile criminal cases because there is no jury. (false)

*William Davenport, Social Sudies Specialist, Palm Beach County Schools, West Palm Beach, Florida